Emerson Park Academy

EQUALITY POLICY

Approved by Board of Directors:

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Why we have developed this Equality Policy

This Equality Policy for Emerson Park Academy includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve pupils' wellbeing.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.
- To embed equality of access and opportunity for all members of our school community, within all aspects of school life.

Key Concepts

We actively seek out opportunities to embrace the following key concepts:

- **Shared Humanity.** Identifying commonality, shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- **Social cohesion.** Fostering unity and shared understanding within our school and local community.
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Our Vision Statement about Equality

At Emerson Park Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the Academy, irrespective of race, gender, sexual orientation, disability, faith or religion, or socio-economic background. We aim to develop and celebrate a culture of inclusion and diversity in which all those connected to the Academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by ethnicity, gender, disability and socio-economic background and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

Emerson Park Academy seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Equality and the Law

Equality Act 2010

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The exceptions to the discrimination provisions for schools are replicated in the act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Updated EHRC Technical Guidance & Statutory Compliance

In accordance with the updated Technical Guidance for Schools from the Equality and Human Rights Commission (EHRC), the Academy maintains clear and legally accurate applications of protection regarding sex and gender reassignment. This includes ensuring precise application of statutory definitions, lawful practices surrounding gender segregation in school facilities (such as single-sex toilets and changing spaces), and balanced guidance regarding the use of names and pronouns to prevent discrimination or unlawful exclusions.

Safeguarding & Gender-Questioning Pupils (KCSIE)

In alignment with statutory guidance including Keeping Children Safe in Education (KCSIE), the school ensures robust safeguarding frameworks are applied when supporting pupils who are questioning their gender. Our policies uphold the legal criteria for single-sex environments, ensuring all risk assessments, residential trip arrangements, and facilities meet current legislative guidelines while firmly eliminating any form of peer-on-peer harassment or victimisation.

Other Legislative Provisions

- **Pregnancy and Maternity:** Protection against discrimination extends to pupils who are pregnant or have recently given birth.
- **Health Related Questions:** It is unlawful for employers to ask health-related questions of applicants before a job offer, unless specifically related to an intrinsic function of the work.
- **Positive Action:** Allows the school to target proportionate measures designed to alleviate disadvantages experienced by pupils with specific protected characteristics.
- **Auxiliary Aids:** The reasonable adjustment duty requires schools to provide auxiliary aids and services to disabled pupils.

Check List for School Staff and Directors

- Pupil achievement is analysed by ethnicity, disability, socio-economic background and gender, with targeted action taken on emerging trends.
- The curriculum includes regular opportunities to understand and address issues related to ethnicity, disability, sex, and gender.
- All pupils are encouraged to participate in school life, ensuring student leadership and school councils reflect our diverse community.
- Visual displays across the academy positively promote diverse role models, including minority ethnic, disabled, male, and female individuals.
- The academy actively participates in annual awareness markers such as Black History Month, LGBT+ History Month, and International Women's Day.
- The physical environment and all school events (e.g., Open Evenings) are fully accessible, with language or accessibility barriers proactively managed.

Mainstreaming Equality into Policy and Practice

Teaching and Learning

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender, disability and socio-economic background to close performance gaps.

- Ensure equality of access for all pupils and prepare them for life in a diverse society using materials free of stereotypes.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

Admissions and Exclusions

Our admissions arrangements are fair, transparent, and non-discriminatory. Exclusions strictly follow the school's Behaviour Policy, and are monitored closely to prevent any disproportionate adverse impact on any protected group.

Equal Opportunities for Staff & Employer Duties

All staff appointments and promotions are made on the basis of merit and ability. As an employer, we ensure that decisions regarding recruitment, development, and Teaching and Learning Responsibilities (TLR) are objective, fair, and completely free from discrimination.

Tackling Discrimination and Incident Reporting

Harassment or bullying on account of ethnicity, gender, disability, or sexual orientation is strictly prohibited. All incidents are logged immediately on school behaviour tracking software and escalated systematically through Heads of Faculty, Heads of Year, and the Senior Leadership Team to ensure comprehensive reporting to the Head Teacher and the Board of Directors.